

COMPUTERS

Families that own personal computers tend to watch television less than other families, according to a recent Stanford University study. That finding, the researchers say, "suggests that home computers may be more addictive than television."

Of the 77 computer-owning Stanford families surveyed, 56 percent reported no change in television-viewing habits. But 40 percent said they had reduced their television-viewing time by 1.5 hours a day.

The average American family has its television sets turned on for about six hours a day. The families of Stanford faculty and staff members have their sets turned on for about 2.7 hours a day, a previous survey found.

The report—written by Professor of International Communications Everett M. Rogers, and two students, Hugh M. Daley and Thomas D. Wu—was part of a class project involving 59 communications students. The report was published by the Stanford Institute for Communication Research.

About two-thirds of the respondents reported encountering difficulty using the computer. But computer owners encouraged an average of eight people they knew to buy a computer, the study said.

About 41 percent of the respondents said the computer either made their work easier or saved them time on tasks. Seventeen percent said the computer increased their awareness of the technology, and 14 percent said it changed the things they did at home for entertainment.

The computerized student-record system for children of migrant workers may have received a reprieve from federal budget cuts.

The Little Rock-based system—called the Migrant Student Record Transfer Service—holds the academic and health records of more than 700,000 students whose parents' work requires them to change residences frequently.

The Reagan Administration had proposed that migrant programs receive \$129 million in the next fiscal year's budget—down from appropriations of \$255 million for each of the last three years. Such cuts "would completely destroy the [\$4-million annual record] program," said Joseph Miller, its director.

But those cuts apparently have been averted. In the spending resolutions passed this spring, both the Senate and the House of Representatives maintained current funding plus a 5-percent allowance for inflation for migrant programs.

Since the M.S.R.T.S. was launched in 1970, it has kept the records of 1.6 million students at an average cost of \$3.46 per child, Mr. Miller said. The program's families are concentrated in Arizona, California, Florida, and Texas, he added.

When the Republican Party's Congressional task force on high technology meets later this month, a Georgia Congressman expects his bill to provide tax writeoffs for the purchase of home computers to be a main topic of discussion.

Newt Gingrich last month introduced a bill that would allow families tax credits of \$100 per family

member annually over five years for the purchase of home computers. Under the bill, H.R. 2531, the total credit could not exceed half the retail cost of the computer.

The main purpose of the bill, said Walter C. Jones, executive assistant to Representative Gingrich, is to "pull together" the family by encouraging families to use computers for education and other purposes at home.

The bill is pending before the Ways and Means Committee. No similar bill has been introduced in the Senate, Mr. Jones said.

The Copyright Office of the Library of Congress last week asked for public comment on the idea of excluding software manufacturers from a provision of the federal copyright law that requires publishers to allow public inspection of their products.

Software producers have expressed concern that public access could lead to improper copying of key parts of programs. And educators have said that illegal copying threatens the development of good educational programs. (See *Education Week*, Jan. 12, 1983.)

An official of the Copyright Office said such an exemption would probably be modeled after an exemption for standardized examinations. That exemption was successfully defended last year in the U.S. Court of Appeals for the Seventh Circuit.

The public has until July 18 to respond to the issue, which was outlined last week in the *Federal Register*.

The responses will be available for further comment on Aug. 15.

A five-student team from the Montclair (N.J.) Kimberley Academy took first place in the fifth annual national competition of the American Computer Science League held earlier this month at Hauppauge High School on Long Island.

The Hauppauge meeting, which involved 40 schools, was the fifth level of competition. Overall, 600 schools in the United States and Canada took part.

The Montclair team won a microcomputer for its school. Finishing second and third, respectively, were Milford High School of Milford, N.H., and the Detroit Country Day School.

In the morning session of the event, the teams were given several questions to answer about topics such as Boolean algebra, numbers theory, and digital electronics. In the afternoon, the teams were given a series of problems that they had to solve by writing programs.

Notes: The commencement speaker at Anne Arundel Community College in Arnold, Md., was a robot named "Robot Redford." Actually, the robot did not speak. It rolled to the front of the stage, and its creator spoke into a microphone off-stage. . . . Newspaper pages for classified advertisements have been filling up with columns describing used computers for sale. One researcher estimates second-hand sales to be worth as much as \$30 million. —C.E.

DATABANK

A Survey of Voluntary Support To Independent Schools, 1981-82

Contributions to 486 independent schools that responded to a survey on voluntary giving totalled \$295 million in 1981-82.

Total contributions averaged \$607,086 per school and ranged from under \$10,000 to a high of over \$23 million. Last year's support was 8.3 percent higher than the previous year's, thus keeping pace with the 1981-82 inflation rate of 8.2 percent.

In 1980-81, 378 schools surveyed reported an average of \$560,742 in contributions.

In a core group of 326 schools that responded to both the 1980-81 and 1981-82 surveys, total gifts rose 27.7 percent. According to the report, this is the sharpest increase reported by "core institutions" since 1972-73.

The survey was conducted by the National Association of Independent Schools (N.A.I.S.), the Council for Financial Aid to Education (C.F.A.E.), and the Council for the Advancement and Support of Education (CASE).

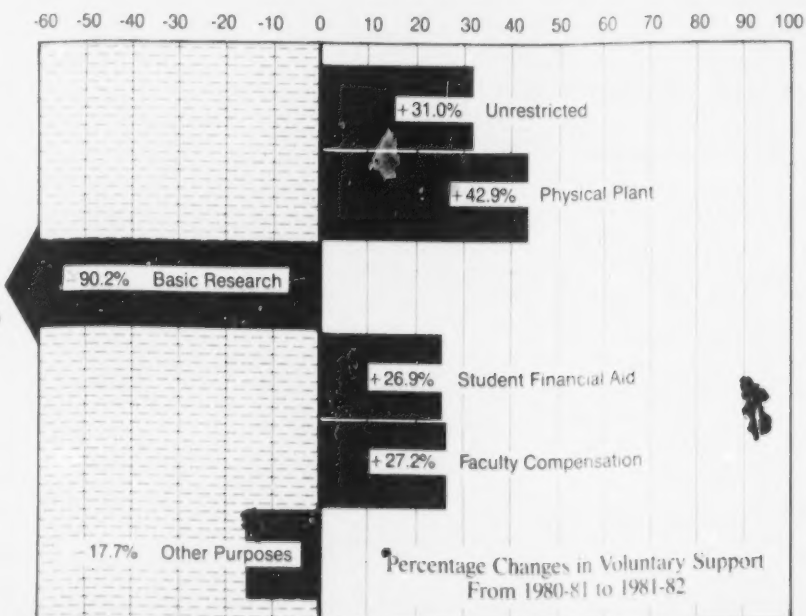
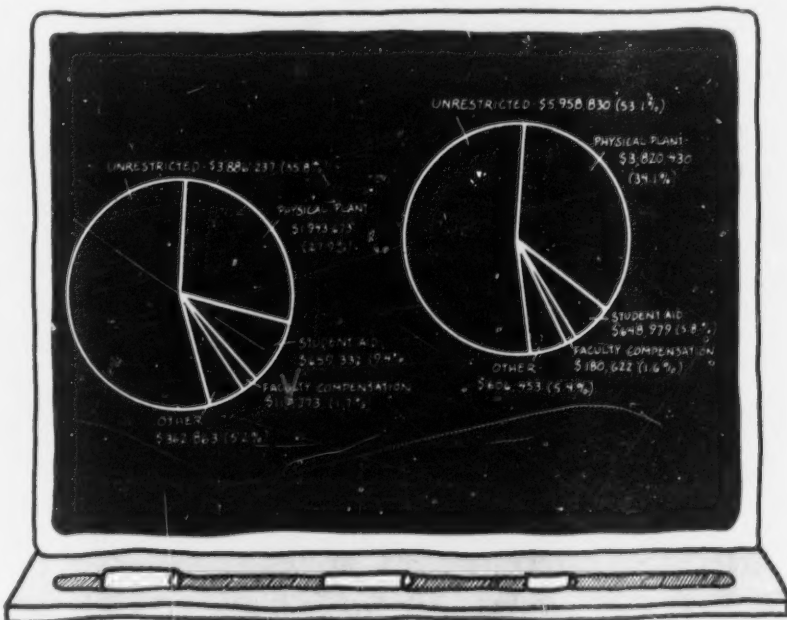
According to N.A.I.S., voluntary giving represents about 10 percent of support for independent schools from all sources.

Individual donors provided almost 75 percent of all gifts to the responding schools. The rest came from foundations (17.7 percent) and corporations (3.8 percent).

Non-alumni support constituted a record share of overall giving—43.3 percent.

The typical non-alumni donor is the parent of a child currently or formerly enrolled in an independent school, according to Anne Rosenfeld, a spokesman for N.A.I.S.

Corporate Support of Independent Schools by Purpose



		VOLUME OF SUPPORT			SOURCES OF SUPPORT						SUPPORT THROUGH THE ANNUAL FUND				VITAL STATISTICS	
		(in dollars)			(in dollars)										(in dollars)	
		Grand Total of Support	Current Operations	Capital Purposes	Corporations & Business	Religious Denominations	Alumni	Non-Alumni Individuals	Foundations	Other Groups & Sources	Total Number of Alumni of Record	Number of Alumni Solicited	Number of Alumni Donors	Number Value of Alumni Gifts	Expenditures Educational & General & Student Aid	Endowment Market Value
Private Secondary and Elementary Schools	Enrollment															
Albuquerque Academy, N.M.	560	23,169,933	83,048	23,086,885	10,212	0	3,781	23,155,740	200	0	946	946	100	\$3,780	3,120,800	46,959,000
Bishop's Schools, Calif.	500	1,593,635	167,600	1,426,035	69,431	39,158	40,638	962,519	253,750	228,339	2,430	2,244	333	20,942	2,720,348	957,807
Blake Schools, Minn.	1,111	2,791,309	482,530	2,308,779	299,538	0	1,338,507	893,596	239,880	19,788	3,541	3,541	971	109,705	5,335,893	6,090,591
Breck School, Minn.	990	1,093,675	206,385	887,290	45,886	0	24,179	873,761	143,853	5,996	1,500	1,500	229	7,970	4,204,000	540,035
Brooks School, Mass.	307	1,101,336	370,077	731,859	48,127	0	605,921	16,347	291,450	140,091	2,035	1,810	903	110,186	3,466,104	8,526,200
Cardigan Mountain School, N.H.	181	1,038,594	81,457	957,137	2,860	0	11,520	562,214	462,000	0	2,173	1,563	145	7,195	1,725,230	841,974
Chapin School, N.Y.	607	1,054,734	346,747	707,987	28,099	0	330,416	622,969	73,250	0	2,948	2,679	1,228	130,779	3,351,485	5,894,567
Chatham Hall, Va.	137	1,235,618	302,585	933,033	1,500	0	209,909	368,209	656,000	0	2,975	2,721	978	120,067	1,370,329	1,417,239
Choate Rosemary Hall, Conn.	980	3,014,927	1,210,123	1,804,804	68,512	0	1,571,916	639,188	735,311	0	10,390	9,926	3,740	682,140	10,580,809	21,211,518
Cincinnati Country Day, Ohio	718	1,010,321	231,557	778,764	69,360	0	85,474	613,757	196,025	45,705	1,556	1,180	130	7,718	2,650,126	2,464,197
Cranbrook Schools, Mich.	1,389	1,019,332	671,474	347,858	46,964	0	337,690	441,923	192,765	0	6,276	5,385	1,580	179,161	9,929,300	6,116,944
Culver Educational Foundation, Ind.	774	4,984,296	807,987	4,176,309	28,756	0	3,010,667	125,675	1,517,645	301,553	9,241	9,241	1,558	415,562	10,196,344	20,670,000
Dana Hall School, Mass.	455	1,899,210	301,750	1,597,460	19,315	0	1,349,671	371,842	152,075	6,307	6,006	5,777	2,051	163,835	3,570,282	3,698,848
Deerfield Academy, Mass.	556	2,224,370	1,311,425	912,945	153,747	0	1,162,028	343,763	564,832	0	8,399	8,030	4,078	654,778	7,289,232	29,000,000
Emma Willard School, N.Y.	340	1,294,858	601,982	692,876	17,559	0	581,111	508,688	187,500	0	5,945	4,796	2,339	350,683	3,093,184	9,411,000
Episcopal Academy, Pa.	988	1,113,004	370,231	742,773	16,237	0	136,139	351,181	609,447	0	2,800	2,800	794	80,530	NA	1,089,689
Fort Worth Country Day School, Tex.	880	2,282,836	285,304	1,997,532	2,400	0	3,200	198,221	1,984,129	94,886	626	542	76	2,800	2,789,089	2,235,822
Gilman School, Md.	894	1,004,653	256,465	748,188	17,834	2,575	458,207	362,433	153,467	10,137	2,743	2,743	1,301	137,853	3,871,033	7,154,490
Girls Preparatory School, Tenn.	560	1,363,491	236,506	1,126,985	54,050	0	393,765	424,101	490,375	1,200	3,545	2,968	873	45,542	1,732,052	946,388
Groton School, Mass.	314	2,095,140	571,861	1,523,279	28,145	0	1,455,304	437,391	174,300	0	2,378	2,061	1,344	322,305	3,410,290	17,965,900
Gunnery, Conn.	221	1,026,083	174,693	851,390	7,106	0	134,221	783,756	101,000	0	2,245	2,245	561	71,763	NA	1,379,847
Hanalei School, Hawaii	195	1,038,307	30,399	1,007,908	44,778	0	82,435	180,744	127,200	603,150	1,190	915	180	11,866	726,000	600,000
Harvard School, Calif.	784	1,207,968	213,845	994,123	6,530	0	345,169	428,990	427,279	0	2,457	2,457	153	26,466	3,671,112	2,329,386
Hill School, Pa.	509	1,454,572	707,317	747,255	109,977	0	876,987	308,440	159,168	0	6,865	6,865	2,404	436,362	4,838,867	12,405,754
Hockaday School, Tex.	802	4,812,622	917,087	3,895,535	149,449	0	3,034,134	1,248,954	380,085	0	4,800	4,335	716	121,681	4,134,301	4,581,394
Holland Hall School, Okla.	997	3,013,499	254,703	2,758,796	6,000	0	12,963	2,992,298	0	2,238	0	1,000	40	12,963	3,577,151	4,252,448
Hotchkiss School, Conn.	530	5,352,864	1,252,892	4,099,972	118,624	0	4,000,248	921,803	272,249	39,940	6,069	5,950	2,939	960,661	5,890,000	32,115,000
Howe Military School, Ind.	270	1,353,244	155,893	1,197,351	50,800	0	38,450	11,977	1,246,903	5,114	5,000	2,800	170	17,819	2,100,000	7,000,000
Kent School, Conn.	640	1,531,357	559,840	971,517	76,100	0	959,406	312,191	60,000	123,660	4,724	4,524	1,715	194,896	7,275,000	4,750,000
Kinkaid School, Tex.	1,218	4,080,796	787,410	3,293,386	65,129	0	236,359	2,736,077	43,231	0	3,200	3,200	168	211,931	5,035,027	6,835,967
Kiskiminetas Springs School	265	1,134,686	146,136	988,550	5,445	0	784,985	95,896	245,360	0	3,308	3,308	596	83,985	NA	0
Laurel School, Ohio	495	1,163,222	269,725	893,497	38,134	0	670,013	335,887	94,200	24,988	3,033	3,033	1,322	125,757	226,449	3,443,688
Lawrenceville School, N.J.	670	2,855,873	980,125	1,875,748	51,198	0	1,450,557	727,658	476,438	150,022	10,958	10,173	3,438	751,685	8,046,750	37,038,487
Loomis Chaffee School, Conn.	707	1,279,919	283,816	996,103	21,575	0	813,626	232,318	152,300	60,100	7,812	6,512	1,223	114,057	NA	9,649,400
Louisville Collegiate School, Ky.	480	1,435,004	65,672	1,369,332	1,214,570	0	81,397	139,037	0	0	825	825	133	23,836	1,403,794	2,039,362
Madeira School, Va.	336	1,868,858	454,465	1,414,393	0	0	1,527,281	259,147	82,430	0	4,935	3,653	1,679	301,851	3,359,960	4,117,680
McCallie School, Tenn.	660	1,708,087	530,811	1,177,276	163,184	0	945,021	142,826	457,056	0	5,300	4,700	1,557	276,384	3,793,659	3,139,000
Mercersburg Academy, Pa.	399	1,076,039	413,868	662,171	34,766	5,077	835,954	125,034	39,625	35,583	9,211	9,211	3,092	300,996	3,914,847	6,343,411
Millbrook School, N.Y.	177	1,096,891	386,119	710,772	14,471	0	198,476	522,798	305,680	55,466	1,405	1,340	639	99,089	1,586,538	1,495,950
Milton Academy, Mass.	889	2,642,015	656,304	1,985,711	46,420	0	1,364,990	761,405	469,200	0	5,454	4,943	2,151	321,527	7,303,450	16,531,000
Miss Porter's School, Conn.	308	2,151,854	610,536	1,541,318	36,557	0	1,277,155	532,505	301,325	4,312	4,680	4,175	2,263	387,113	NA	9,280,091
Montclair Kimberley Academy, N.J.	976	1,011,401	218,249	793,152	52,586	0	219,779	373,717	335,290	30,029	3,705	3,705	721	48,168	3,973,495	2,714,985
Northfield Mount Hermon School, Mass.	1,160	2,623,213	999,721	1,623,492	38,087	0	842,187	305,641	1,437,298	0	20,782	20,685	5,241	504,856	11,730,087	23,470,146
Phillips Academy-Andover, Mass.	1,208	4,869,277	1,366,616	3,502,661	195,009	0	3,240,850	576,646	804,272	52,500	21,606	17,422	6,665	867,004	NA	75,464,868
Phillips Exeter Academy, N.H.	992	8,458,854	1,428,410	7,030,444	133,118	0	5,042,955	1,012,074	2,270,707	0	17,334	15,721	6,757	998,314	12,369,854	49,931,049
Pomfret School, Conn.	294	1,101,772	245,491	856,281	11,435	0	753,567	151,946	155,712	29,112	2,744	2,364	839			

TAX TROUBLES

In Texas, California, and Illinois, battles between governors and legislators over controversial proposals to raise taxes—in part to increase funding for education—have intensified as legislative sessions draw to a close.

See Pages 4 and 5.

MERIT PAY

As the national debate intensifies over the pros and cons of merit-pay and master-teacher plans, the new executive director of the National Education Association says the union is not opposed to the concept "in principle."

See Page 6.

BLEAK PROSPECTS

Despite a slight upturn in the nation's economy, the 2.8 million members of the Class of 1983 will find a job market far worse than any in more than 35 years, mainly because older unemployed workers are competing for the jobs.

See Page 8.

EDUCATION WEEK

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States Reassess Purposes of Education 'Mandates'

Focus Shifting From 'Add-on's' to Core Subjects

By Peggy Caldwell

Correspondent Don Sevenser contributed to this report.

Several states, motivated by diverse factors as practical as fiscal problems and as philosophical as redefining schooling, have recently undertaken broad reassessments of their statutory and regulatory mandates in education.

Targeted for particularly close scrutiny are procedural mandates concerning such topics as administrative reporting, driver education, and consumer education, and state requirements that go beyond federal standards for special and bilingual education.

At the same time, however, the states are asserting greater authority over curricula and high-school graduation requirements and are stressing student achievement not only in the "basics," but also in the more

broadly defined traditional liberal arts, science, and technology.

One indication of the trend is the intense interest evinced in Illinois's comprehensive study of its mandates. When Donald G. Gill, that state's superintendent of education, announced the study at a meeting last year of the Council of Chief State School Officers, the chiefs of at least 20 other states immediately requested more information. Mr. Gill plans to send the results of the study to all his counterparts. (See related story on page 13.)

"What I see in California and in other states is no net change in state regulation, but a redistribution of it," says Michael W. Kirst, a professor of education at Stanford University who has extensively studied educational governance. "They're increasing control over the locals vis-à-vis the curriculum and what generally I would call instructional policies, and decreasing administrative, procedural, and categorical

requirements. It's less procedural and more oriented to content. They're saying: 'Teach this.'"

"It's very interesting and very profound," says Mr. Kirst, who is also a past president of the California State Board of Education. "The locals will end up with some increase in control overall."

The reasons for the gradual shift, according to Mr. Kirst and other observers, include stiffened entrance requirements for higher education, a perception that local districts are unwilling or unable to make needed curricular changes, a belief that many state mandates have been counterproductive or at best useless, and the "deregulatory climate" fostered both by the Reagan Administration and by private schools resisting state control. "When the states start deregulating private schools, it calls into question whether the state has an interest in minimal standards at all," says Martha M. McCarthy of Indiana University. "It's got to start the public-school people

Continued on Page 12

E.D. May Recoup Funds 'Misspent' By the States

Supreme Court Rules Against N.J. and Pa.

By Alex Heard

WASHINGTON—The U. S. Supreme Court ruled last week that the Education Department has the right to recover \$1.45 million in Title I funds allegedly misspent by the states of New Jersey and Pennsylvania prior to 1978.

The decision allows the federal government to recover monies misspent by any state under the Title I grant program, and will probably have applicability to other federal grant programs, according to Kenneth S. Geller, a deputy solicitor general. Mr. Geller argued the federal government's position before the Supreme Court.

The ruling also affects other states that are involved in similar disputes with the department. According to its attorneys, 30 audit reports are pending against 19 states (including New Jersey and Pennsylvania), involving \$63.8 million in Title I claims.

Continued on Page 15

G.O.P. Strategy Said To Pit Parents Against Teacher Unions

Education Seen Emerging as 1984 Presidential Campaign Issue

By Eileen White

WASHINGTON—Education issues are shaping up as one of the most divisive topics of the 1984 Presidential election, as Republicans and Democrats take opposing positions on how to remedy the widespread school "mediocrity" cited by the report of the National Commission on Excellence in Education.

NEWS ANALYSIS

Democrats, as they did in the 1980 election, have responded to the report with calls for more federal aid to education. Candidates Walter Mondale, the former vice president, and Senator Gary Hart have proposed education-aid packages of \$11 billion and \$2 billion, respectively. Both candidates are said to be seeking the favor of the national teachers' unions, especially the National Education Association (N.E.A.), which figured prominently in the 1980 Democratic convention and led public-sector unions in political spending last year. The union has estimated that implementing the commission's recommendations would require a \$14-billion additional investment by the federal government.

The Republican Party, however, is regarded as moving to broaden its base in



Willard McGuire of the N.E.A. has sought a meeting with President Reagan.

1984, maintaining its support for issues such as school prayer and tuition tax credits, but emphasizing "quality" in the schools—an issue designed to appeal to traditional concerns of parents about their children's futures.

The Administration's principal strategy, according to press reports and interviews



with observers, involves dividing those who call for more federal involvement in education—the N.E.A. in particular—from parents, especially Catholics, Hispanics, and blue-collar workers, who are perceived as being concerned about "family" issues.

"You're not going to get any change un-

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Arkansas's School Finance System Is Ruled Illegal

By Peggy Caldwell

Susan Walton and Correspondent Marianne Fulk in Little Rock contributed to this report.

The Arkansas Supreme Court last week struck down the state's system of financing public schools, saying the present scheme, by relying too heavily on local property taxes, discriminates against children who live in property-poor districts.

In a 6-to-1 decision that affirmed a 1981 ruling by Judge Harrell Simpson of the Pulaski County Chancery Court, the high court said the plan for distributing state aid exacerbates disparities between districts in per-pupil spending. Some of the state's 370 school systems spend barely \$1,000 per pupil, while the wealthiest spend in excess of \$3,000.

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THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

Heading for a Showdown

The California legislature and the governor begin negotiating over a controversial education reform and funding bill. **Story on Page 4.**

Cut Off at the Pass

Despite a vigorous campaign to raise teachers' salaries, the governor of Texas is turned down by the legislature. **Story on Page 4.**

Temporarily Sidetracked

The Illinois governor's proposal to raise income taxes and aid to education is held up in the state Senate. **Story on Page 5.**

Raising Standards in Virginia

Officials are moving to increase graduation requirements and to put college-bound students in a separate program. **Story on Page 5.**

Concern Over Immigration Bills

Hispanic leaders say new proposals to curb illegal immigration could hurt U.S.-born children of aliens. **Story on Page 9.**

Problems and Solutions

The director of a major study says there is no way to improve education without restructuring the schools. **Story on Page 9.**

Redefining Migrant Students

A new study by the Government Accounting Office will be used in the debate over who is eligible for federal aid. **Story on Page 10.**

A Controversial Move

The Federal Communications Commission reduces the number of over-the-air TV channels reserved for education. **Story on Page 10.**

New Task for the Education Department

A Senate panel has approved a plan to assess the extent of asbestos in schools and the cost of removing it. **Story on Page 10.**

Sending Signals to Washington

An American Indian organization says the Reagan Administration has weakened Indian-education programs. **Story on Page 11.**

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NATIONAL

White House Rejects Tax-Benefit Bill For Computer Gifts

The Reagan Administration, which last year supported a bill to establish tax benefits for companies that donate computers to schools, last week told a Senate subcommittee that two of this year's versions are too expensive.

John Chapoton, assistant treasury secretary for tax policy, told the Senate Subcommittee on Taxation and Debt Management that bills proposed by Senators John C. Danforth, Republican of Missouri, and Lloyd Bentsen, Democrat of Texas, would cost "10 times more" than the bill the Administration backed last year.

The Administration has not taken a position on four bills pending in the House, including a measure proposed by Representative Fortney H. Stark, Democrat of California.

Mr. Stark's measure—known as the "Apple bill" after the manufacturer that first proposed it—passed overwhelmingly in the House last year but never came to a vote in the Senate. A staff member for the House Ways and Means Committee said the bill would cost \$35 million to \$40 million in lost tax revenues.

The official said Representative Stark would emphasize the results of a similar tax law in California in hearings later this summer or early next fall.

Prayer Amendment Delayed in Senate Following Dispute

A dispute among supporters of proposed constitutional amendments to restore prayer to public schools has for the second time in a month delayed action on the measures in a Senate Judiciary subcommittee.

At issue is the proper legislative "vehicle" for the amendment. The Reagan Administration, which

sought the latest, two-week delay, favors a measure that would permit both silent and spoken prayers, led by teachers or students, in public schools. Senator Orrin G. Hatch, the Utah Republican who chairs the Subcommittee on the Constitution, has proposed a compromise measure that would permit only silent prayer or meditation.

The Senator's measure, however, is opposed by 21 groups that are the principal supporters of the school-prayer amendment.

At a May 26 session of the subcommittee, Senator Hatch complained that "some of our right-wing friends continue to badger and fight... because they can't get their most extreme approach on a lot of these issues."

The Administration, he added, "has to get its act in order."

Cincinnati Seeks High Court Review On Mainstreaming

The Cincinnati, Ohio, school district has asked the U.S. Supreme Court to define how far a school district must go in "mainstreaming" handicapped students in regular classrooms.

The school district is appealing a decision in which the U.S. Court of Appeals for the Sixth Circuit vacated a district court's ruling that the school district could place a handicapped student in a school for the mentally retarded rather than in regular classes. The Sixth Circuit sent the case back to the lower court, asking the court to determine whether the child could be served in a regular school or through a combination of services.

The appeals court maintained that the case differs from the Supreme Court's *Rouley* decision in that it involves the federal special-education law's requirement that handicapped students be educated with nonhandicapped students to the maximum extent possible. The *Rouley* case involved the question of whether a handicapped child's indi-

vidualized education plan was "appropriate" and whether it was developed according to federally mandated procedures.

The National School Boards Association has filed a friend-of-the-court brief in support of the appeal by the school district in the case, *Cincinnati v. Roney*.

Tenn. Governor Invited To Speak At A.F.T. Meeting

The American Federation of Teachers has invited Lamar Alexander, the Republican Governor of Tennessee, to discuss his controversial master-teacher proposal at the union's annual meeting in Los Angeles next month.

Gov. Alexander's proposal, which would pay better teachers higher salaries and link salary increases to proven ability, was sharply criticized by both the A.F.T. and the National Education Association when it was first announced earlier this year.

Aggressive lobbying by the N.E.A.'s Tennessee affiliate helped defer the state legislature's consideration of the plan for a year.

But last week, Mr. Shanker said of the Tennessee plan: "It is not picture perfect, but it does provide for peer evaluation, significant salary increases for a large percentage of teachers, and teacher input into curriculum development." A spokesman for the 580,000-member union said, "We will probably be able to work out our problems with the Alexander plan."

Mr. Shanker also said that the A.F.T.'s policymaking body has discussed the report of the National Commission on Excellence in Education with Education Secretary Terrel H. Bell and that the union's leadership concurs with many of the commission's recommendations.

Meanwhile, N.E.A. officials indicate that they may also be moderating the union's strong opposition to the master-teacher and merit-pay concepts. (See interview on page 6.)

STATES

New Chief Named In South Dakota

South Dakota will have a new state superintendent of elementary and secondary education effective July 1.

William Sundermeyer, the executive director of the South Dakota Education Association, will take over for James O. Hansen, who announced his resignation in early April. Mr. Hansen, who has held the state superintendency for the past four years, said he was stepping down for personal reasons.

Mr. Sundermeyer, whose nomination was recently approved by both the state board of education and Gov. William J. Janklow, has directed the state chapter of the National Education Association for the past five years. Previously, he served for two years as Uniserv manager for the Illinois Education Association.

"I look at this as the greatest challenge of my career," Mr. Sundermeyer said of his appointment. "I think that the general public now recognizes the crisis that we are facing in public education. If we can present a good case for change at this time, perhaps for the first time

in history we can take our proper place in the arena with respect to funding and assistance at all levels of government."

Alabama High Court Finds No Liability In School Accident

The Alabama Supreme Court last month ruled against a parent's contention that a school district was liable for an injury his child received in a physical-education class.

In upholding last year's jury deci-